A Short Resume of Thesis
Entitled

"A Comparative study of Emotional Intelligence of National players from different sports of Goa"

SUBMITTED TO

SWAMI RAMANAND TEERTH MARATHWADA UNIVERSITY, NANDED

FOR THE REGISTRATION OF DEGREE

OF

DOCTOR OF PHILOSOPHY IN PHYSICAL EDUCATION (PH.D)

By

RESEARCH SCHOLAR

SYNORA RODRIGUES

UNDER THE SUPERVISION OF

Dr. Sharda Sangawar

Director of Physical Education

INDEX

1.	**Introduction**	**Page No**
	1.1) Introduction	1
	1.2) Statement of the Problem	2
	1.3) Need and Significance of the study	2
	1.4) Operational Definitions	3
	1.5) Assumptions	3
	1.6) Objectives	3
	1.7) Hypothesis	5
	1.8) Limitations	6
	1.9) Delimitations	7
2.	**Review of Related Literature**	8
3.	**Research Methodology**	
	3.1) method	11
	3.2) Sample	11
	3.3) Data Collection Tool	11
	3.4) Procedure of the Study	12
4.	**Data Analysis and Interpretation**	
	4.1) Introduction	13
	4.3) Hypothesis testing	13
	4.4) Discussion	13
5.	**Summary, Conclusions and Recommendations**	
	5.1) Introduction	14
	5.2) Summary	14
	5.3) Major Findings	14
	5.4) Conclusions	14
	5.5) Recommendations	14

6. Time Management of Research 11

7. Chapters 12

8. Bibliography 13

CHAPTER I

INTRODUCTION

1.1 INTRODUCTION

Primitive nomadic 10,000 B.C lifestyles required the continual task of hunting and gathering food for survival (Anderson, 1985).Regular physical activity apart from that necessary for hunting and gathering was also a principal component of life. Following successful hunting and gathering excursions, celebration events included trips of six to 20 miles to neighbouring tribes to visit friends and family, where dancing could often last several hours. This Paleolithic pattern of subsistence pursuit and celebration, demanding a high level of fitness and consisting of various forms of physical activity, defined human life (Eaton, Shostak, and Konner, 1988).Physical fitness was necessary for man in the ancient 10,000 B.C for protection against themselves or to satisfy hunger. Unknowingly they use to perform physical fitness in their daily lifestyle.

Psychology is one of the main factors in performance. All our actions are due to emotions, positive emotions tend to promote heuristic processing and may be useful for creative tasks and short-term memory tasks whereas negative emotions promote deeper processing and better spatial task performance. (kurus, 2002)

Over decades it has been seen that performance of an individual is affected by the physical and mental status of the individual. . Writers in this genre have predicted that individuals with high emotional intelligence perform better in all aspects of management. Emotional intelligence was initially proposed by Mayer, DiPaolo, and Salovey (1997) as set of social skills and abilities akin to, but distinct from intellectual intelligence. Since then, interest in emotional intelligence has increased dramatically, with several popular books being written on the topic.Evidence is accumulating that emotional intelligence is associated with important outcomes such as high quality social relationships (Lopes, Brackett, Nezlek, Schutz, Sellin, &Salovey, 2004; Lopes, Salovey, Cote, & Beers, 2005)

.

Emotional intelligence

Emotional Intelligence motivates employees to pursue their unique potential and purpose, and activates innermost potential values and aspirations, transforming them from things they

think about, to what they do. Emotional Intelligence enables1 one to learn to acknowledge and understand feelings in ourselves and in others that we appropriate respond to them, effectively applying the information and energy of emotions in our daily life and work. Cooper and swaf(1997)define Emotional Intelligence as the ability to sense, understand and effectively apply the power and acumen of emotions as a source of human energy, information, connection and influence. Emotional Intelligence involves the ability to perceive accurately, appraise, and express emotion; the ability to access and/or generate feelings when they facilitate thoughts; the ability to understand emotions and emotional intellectual growth.

1.2 Statement of the problem

As we all know for performance to be at its highest peak the athlete needs to be physically and mentally strong. Skills as well as the mental status and emotional status of the athlete affect the performance. For the players to reach the top level of success, the athlete has to perform the skills accurately as well as they have to be emotionally stable to handle pressure, stress, etc. Most of the national teams do not have a psychologist accompanying the team therefore some of the athletes fail to meet success due to emotional imbalance. Therefore the researcher felt the need to carry out the research to measure the Emotional Intelligence and compare the Emotional Intelligence of different sports.

1.3 Significance

1. This study will help to get the Emotional Intelligence of national level players.
2. This study will help to get the difference in Emotional Intelligence over different games.
3. This study will help us know the gender wise emotional level.
4. This study will help us know the gender wise emotional level over different games.
5. The Results of the study will help us improve the Emotional Intelligence of players hence to increase the performance.
6. This study will be helpful for the coach to build the Emotional Intelligence of their players.

1.4 Operational Definitions

1. **Emotional Intelligence:** It is the ability to monitor one's own and other feelings and emotions to discriminate among them and to use this information to guide one's thinking and actions. This will be tested with the help of the Emotional Intelligence questionnaire by Anukool Hyde, SanjyotPethe and UpinderDhar(1971)and the scores obtained by this questionnaire will be the Emotional Intelligence of the players.

2. National Players: Representing the state for national level games for minimum 2years.

1.5 Assumptions

1. It is assumed that the administration and the coaches will grant permission to carry out the research.
2. It is assumed that the players will co-operate and fill up the questionnaire sincerely.

1.6 OBJECTIVES

1. To measure and compare the Emotional Intelligence of Male and Female Football National players of Goa.
2. To measure and compare the Emotional Intelligence of Male and Female Cricket National players of Goa.
3. To measure and compare the Emotional Intelligence of Male and Female VolleyballNational players of Goa.
4. To measure and compare the Emotional Intelligence of Male and Female Basketball National players of Goa.
5. To measure and compare the Emotional Intelligence of Male and Female Softball National players of Goa.
6. To measure and compare the Emotional Intelligence of Male and Female Baseball National players of Goa.
7. To compare the Emotional Intelligence of Football national players with Cricket National players of Goa.
8. To compare the Emotional Intelligence of Football National players with Volleyball National players of Goa.

9. To compare the Emotional Intelligence of Football national players with Softball National players of Goa.
10. To compare the Emotional Intelligence of Football national players with Baseball National players of Goa.
11. To compare the Emotional Intelligence of Football national players with Basketball National players of Goa
12. To compare the Emotional Intelligence of Cricket national players with Volleyball National players of Goa
13. To compare the Emotional Intelligence of Cricket national players with Softball National players of Goa.
14. To compare the Emotional Intelligence of Cricket national players with Baseball National players of Goa.
15. To compare the Emotional Intelligence of Cricket national players with Basketball National players of Goa.
16. To compare the Emotional Intelligence of Volleyball national players with Softball National players of Goa.
17. To compare the Emotional Intelligence of Volleyballnational players with BaseballNational players of Goa.
18. To compare the Emotional Intelligence of Volleyballnational players with Basketball National players of Goa.
19. To compare the Emotional Intelligence of Softballnational players with Baseball National players of Goa.
20. To compare the Emotional Intelligence of Softballnational players with Basketball National players of Goa.
21. To compare the Emotional Intelligence of Baseballnational players with BasketballNational players of Goa.
22. To compare the Emotional Intelligence of male national players with female national players of Goa.

1.7 HYPOTHESIS

H_1There will be a significance difference in the Emotional Intelligence ofMale and Female Football National players of Goa.

H_2There will be a significance difference in the Emotional IntelligenceMale and Female Cricket National players of Goa.

H_3There will be a significance difference in the Emotional Intelligence ofMale and Female Volleyball National players of Goa.

H_4There will be a significance difference in the Emotional Intelligence ofMale and Female Basketball National players of Goa.

H_5There will be a significance difference in the Emotional Intelligence ofMale and Female Softball National players of Goa.

H_6There will be a significance difference in the Emotional Intelligence ofMale and Female Baseball National players of Goa.

H_7There will be a significance difference in the Emotional Intelligence ofFootball national players with Cricket national players of Goa.

H_8There will be a significance difference in the Emotional Intelligence ofFootball national players with Volleyballnational players of Goa.

H_9There will be a significance difference in the Emotional Intelligence ofFootball national players with Softballnational players of Goa.

H_{10}There will be a significance difference in the Emotional Intelligence ofFootball national players with Baseballnational players of Goa.

H_{11}There will be a significance difference in the Emotional Intelligence ofFootball national players with Basketball national players of Goa

H_{12}There will be a significance difference in the Emotional Intelligence of Cricket national players with Volleyball national players of Goa

H_{13}There will be a significance difference in the Emotional Intelligence of Cricket national players with Softball national players of Goa.

H_{14}There will be a significance difference in the Emotional Intelligence of Cricket national players with Baseball national players of Goa.

H_{15}There will be a significance difference in the Emotional Intelligence ofCricketnational players with Basketball national players of Goa.

H_{16}There will be a significance difference in the Emotional Intelligence of Volleyball national players with Softball national players of Goa.

H_{17}There will be a significance difference in the Emotional Intelligenceof Volleyball national players with Baseball national players of Goa.

H_{18}There will be a significance difference in the Emotional Intelligence ofVolleyball national players with Basketball national players of Goa.

H_{19}There will be a significance difference in the Emotional Intelligence ofSoftball national players with Baseball national players of Goa.

H_{20}There will be a significance difference in the Emotional Intelligence ofSoftball national players with Basketball national players of Goa.

H_{21}There will be a significance difference in the Emotional Intelligence ofBaseball national players with Basketball national players of Goa.

H_{22}There will be a significance difference in the Emotional Intelligence ofmale national players with female national players of Goa.

1.8 Limitation

1. The psychological status of the players while filling the Emotional Intelligence questionnaire.
2. The player's socio economic status, family background, social relations will not be studied in this research hence it is considered as a limitation.

1.9 DELIMITATION:

3. 1. The study is delimited to National players of Goa having 2years experience in the respective sport.
4. 2. The study is delimited to only six sports they are Football, Cricket, Volleyball, Basketball, Softball, and Baseball.

CHAPTER II

REVIEW OF RELATED LITERATURE

P. N.Lopes, P.Salovey, R.Straus carried out a research on *"Emotional intelligence, personality, and the perceived quality of social relationships"* it explored links between emotional intelligence, measured as a set of abilities, and personality traits, as well as the contribution of both to the perceived quality of one's interpersonal relationships. In a sample of 103 college students, we found that both emotional intelligence and personality traits were associated with concurrent self-reports of satisfaction with social relationships. Individuals scoring highly on the managing emotions subscale of the Mayer, Salovey, and Caruso Emotional Intelligence Test (MSCEIT), were more likely to report positive relations with others, as well as perceived parental support, and less likely to report negative interactions with close friends. These associations remained statistically significant even controlling for significant Big Five personality traits and verbal intelligence. Global satisfaction with one's relationships was associated with extraversion, neuroticism (negatively), and the ability to manage one's emotions, as assessed by the MSCEIT.

P. N. Lopes, Daisy Grewal, Jessica Kadiscarried out a research on "*Evidence that emotional intelligence is related to job performance and affect and attitudes at work"* stated there was positive outcome of work.The relation between emotional intelligence, assessed with a performance measure, and positive workplace outcomes was examined in 44 analysts and clerical employees from the finance department of a fortune 400 insurance company. Emotionally intelligent individuals received greater merit increases and held higher company rank than their counterparts. They also received better peer and/or supervisorratings of interpersonal facilitation and stress tolerance than their counterparts.

J.B.Lyons, T. R. Schneider in their research, *'The influence of emotional intelligence on performance'* examined the relationshipof ability-based EI facts with performance under stress. We expected high levels of EI would promotechallenge appraisals and better performance, whereas low EI levels would foster threat appraisals andworse performance. Undergraduates (N = 126) performed mental math and videotaped speech tasks. Certaindimensions of EI were related to more challenge and enhanced performance. Some EI dimensions wererelated to performance after controlling for cognitive ability, demonstrating

incremental validity. This patternof findings differed somewhat for males and females.Results indicate that Emotional Perception and Emotional Understanding are related to performance forboth sexes, beyond General Mental Ability. Contrary to claims in the popular literature (Goleman, 1995), theseresults should be replicated in the workplace before ability-based EI measures are used in theworkplace.

DipjyotiGogoi (2016) in his research article *Comparison of emotional intelligence among selected team games.*The objective of this study was to compare emotional intelligence among players of selected teamgames. For the study subjects were there from different team games such as Soccer, hockey, basketball and volleyball. The Emotional intelligence Scale by UpinderDhar was used to measure the emotional intelligence of the players. The results clearly indicate that there is no significant mean difference among players ofselected team games in terms of emotional intelligence. From the analysis of results it can be concludedthat the selected team games namely Soccer, hockey, basketball and volleyball were found similar typeof Emotional Intelligence.

D. Jim Reeves Silent Night(2015) in his research *Analysis of Emotional Intelligence among Hockey Players in Relation to their Positional Play***.** This study was primarily aimed at identifying the level of emotional intelligence among hockey players in relation to theirpositional play. The Emotional Intelligence questionnaire was usedto administer the emotional intelligence of the forwards, midfielders and defenders of the hockey team.Itwas found that the level of emotional quotient of players is dependent of the position wise classification.

F.Zamanian, M.Haghighi, E. Forouzandeh et al. In their research, *A Comparison of Emotional Intelligence in Elite Student Athletesand Non-Athletes.*Wanted to compare the emotional intelligence in elite athletesin several sports and non-athletes. For that matter, handball, futsal, andbasketball players participating in 2009-2010 premier league were the subjects. The results ofstatistical analysis showed that the subscales of problem solving, happiness, independence, stresstolerance, self-actualization, emotional self-awareness, interpersonal relationship, optimism,self-regard, impulse control, and empathy were significantly higher in athletes than non-athletes. So we can say that emotionalintelligence is higher in athletes than non-athletes, since they must constantly control andmanage their emotions under different conditions of training and competition.

P. Fernández-Berrocal, R.Cabello, R. Castillo, and N. Extremeraconducted a research on Gender differences in emotional intelligence: the mediating effect of age. They wanted to study whether gender affects emotional intelligence, and does the age of the individual also affect their Emotional Intelligence. Their results indicate that while gender may determine differences in EI, age mediates this relation such that these differences may decrease substantially or disappear altogether.

CHAPTER III

METHODOLOGY

3.1 METHOD

In order to study the Emotional Intelligences of national level players, the researcher will use Descriptive Comparative Survey.

3.2 SAMPLING TECHNIQUE

For the present study the researcher used Purposive sampling technique to select the sample from the population.

3.3 POPULATION

The National level players from different sports from Goa.

3.4 SAMPLE

The national players of six different sports they are50 Football players (25M+25F), 50 Cricket players (25M+25F),50 Volleyball players (25M+25F),50 Softball players (25M+25F), 50 Baseball players (25M+25F),50Basketball players(25M+25F).

3.5 TOOLS USED FOR DATA COLLECTION

Emotional Intelligence scale (EIS) by Anukool Hyde, SanjyotPethe and UpinderDhar. The questionnaire has 30 questions. Its dimensions are: Self awareness, Empathy, Self motivation, Emotional stability, Managing relations, Integrity, Self development, Value orientation, Commitment, Altruistic behaviour.

3.6 PROCEDURE

This research is a descriptive comparative survey of Emotional Intelligence of national players. All together 300 players will be selected from different sports. The players will be

given an Emotional Intelligence questionnaire and then the Emotional Intelligence will be measured based on it. The results will be later interpreted.

3.7 DATA COLLECTION PROCEDURE

1. Approach the administration and coaches to carry out the research.
2. Identify the national players with 2 years experience.
3. Approach and present the players with Emotional Intelligence questionnaire.
4. Give the instruction and explain to them what is to be done.
5. After they finish answering the questionnaire, it will be collected by the researcher.
6. Comparison will be done between different sports and between the genders.

3.8. STATISTICAL ANALYSIS

ANOVA test will be used to analyse and interpret the findings of the study.

CHAPTER IV

DATA ANALYSIS AND INTERPRETATION

4.1 Introduction:

The current chapter analyses the data and gives the result of the study. The details of the statistical tool and the interpretation of the data are explained in detail in this chapter. Testing of hypothesis stated in chapter 1 is also done. Further the result was discussed and justified with sound reasoning. Analysis is made with the help of SPSS

4.2 Hypothesis Testing:

The researcher stated that hypothesis is needed for statistical reasons. The testing of it will be done.

4.3 Discussion:

After the comparison of the data is done, the result will be discussed in detail.

CHAPTER V
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction:

The chapter will summarizes in short the entire research work done for the current topic. Along with its presents the major findings of the study and the conclusions are drawn based on the interpretation and findings. Further it puts forth the recommendations for further research work which can be carried out.

5.2 Summary:

The purpose of the study was to measure the emotional Intelligence of the national players, and to find out the difference in the gender wise and sports wise emotional intelligence

5.3 Major Findings:

After analysis of the data collected its major findings will be presented in this sub-topic

5.4 Conclusion:

- Conclusions of the Research topic will be discussed here.

5.5 Recommendations:

Recommendations for future research will me mentioned here.

REFERENCES

1. Anderson, J.K. (1985). *Hunting in the Ancient World. Berkeley, CA: University of California Press.*
2. Eaton, S.B., Shostak, M., and Konner, M. (1988).*The Paleolithic Prescription: A Program of Diet and Exercise and a Design for Living. New York: Harper and Row.*
3. D. Jim Reeves Silent Night (2015) *Analysis of Emotional Intelligence among Hockey Players in Relation to their Positional Play***.** www.isca.in/PHY_EDU_SCI/Archive/v3/i7/3.ISCA-RJPES-2015-026.pdf.
4. FaezehZamanian, Mina Haghighi, ElhamForouzandeh, Zahra Sedighi and Mir Hamid Salehian *A Comparison of Emotional Intelligence in Elite Student Athletesand Non-Athletes*. scholarsresearchlibrary.com/ABR-vol2-iss6/ABR-2011-2-6-179-183.pdf.
5. Pablo Fernández-Berrocal, Rosario Cabello, Ruth Castillo, and NatalioExtremera*Gender differences in emotional intelligence: the mediating effect of age*www.jornadasaludemociongenero.uji.es/wp-content/.../Fernandez-Berrocal.pdf.
6. A.Hyde, S.Pethe,U.DharEmotional Intelligence Scale manual kacherighatagra, national psychological corporation.
7. DipjyotiGogoi (2016)*Comparison of emotional intelligence among selected team games*.www.allresearchjournal.com/archives/2016/vol2issue2/PartA/1-13-69.1.pdf-team games.
8. Joseph B. Lyons, Tamera R. Schneider Received 12 May 2004; received in revised form 9 February 2005; accepted 22 February 2005 Available online 11 April 2005 *The influence of emotional intelligence on performance from www.sciencedirect.com*
9. Lopes, P.N., Brackett, M.A., Nezlek, J., Schutz, A., Sellin, I., &Salovey, P. (2004). Emotional intelligence and social interaction. *Personality and Social Psychology Bulletin, 30,* 1018-1034.
10. Mayer, John D, & Salovey, Peter (1997), what is Emotional Intelligence Emotional Intelligence: implicationfor educators. New York basic books.
11. Paulo N. Lopes, Daisy Grewal, Jessica Kadis, Michelle Gall and Peter *SaloveyEvidence that emotional intelligence is related to job performance and affect and attitudes at work*Psicothema 2006. Vol. 18, supl., pp. 132-138 www.psicothema.com.